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ABSTRACT

This project was conducted to develop a word processing certificate program for community colleges in Washington, using existing courses within their business departments. Following a review of literature and of other curriculum materials, course objectives were developed, and outlines of the course were written. The program was evaluated and approved by several on-campus professionals, by professionals in industry, as well as other professionals, and was to be implemented during the 1982-83 school year. Completion of the program will lead to a certificate in word processing or to an associate degree with a major in word processing. (The report contains catalog descriptions of the program, course outlines and handouts, and resources. Also included are job titles, salaries, and job descriptions for word processing personnel.) (KC)

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ED236340

FINAL REPORT

PROJECT NO. 82-AMD(172)ER

DEVELOPING A CURRICULUM FOR A WORD PROCESSING CERTIFICATE

Curriculum Development Project
Conducted Under Public Law 94-482

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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November 1982

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Time Period, Objectives, and Procedures

Preliminary investigation of Word Processing curricula was actually begun in the spring of 1981; actual compilation of this report took place from June 1982 to October 1982.

The primary objective of this project was to develop a Word Processing Certificate program utilizing existing courses within the business departments and to include the following sub-objectives:

to conduct a review of current literature and any curriculum materials presently used;

to develop a detailed sequence of courses which will lead to a Certificate in Word Processing;

to work with specialists within the Word Processing Association of the Northwest to ensure co-ordination with industry;

to develop course objectives and outlines for the curriculum;

to secure the approval of the Word Processing Association of the Northwest, the Skagit Valley College Advisory Board for Office Occupations, and the State Board for Community Colleges;

and to make the curriculum available for other interested educators.

The procedures were followed in accordance with the grant agreement and specifically included the following:

obtaining relevant literature and materials now in use, reviewing materials received, preparing a first draft, reviewing first draft with departmental members, making revisions, reviewing the second draft with the appropriate members of the department and the Word Processing Association of the Northwest, securing approval of the Word Processing Association of the Northwest, reproducing completed curriculum, and securing the approval of the State Board of Community Colleges with the approval of the Skagit Valley Advvisory Board for Office Occupations.

Accomplishments

As a result, a Certificate in Word Processing has been developed as well as a Word Processing option for the Associate in Technical Arts Degree. These were developed by utilizing existing courses in Office Occupations, Mid-Management, Business Administration, Computer Science, English, and Psychology and by creating those introductory and application courses deemed necessary.

Evaluation

The program was evaluated by several on-campus professionals, by professionals in industry, by members of the Executive Committee of the Word Processing Association of the Northwest and by the Advisory Board for the Office Occupation Department of Skagit Valley College. The program was endorsed by all, and a 1982-83 target date for implementation has been set.

The introductory course, OFFIC111, will be taught by a teacher of the Office Occupations Department who is currently on leave working in the word processing field; the application course, CS132, will be taught by a teacher in the Computer Science Department who is also currently on leave studying in the computer field.

The requirement for shorthand in the two-year program was made after considerable research indicated that most educators found it necessary, more and more employers were requiring it for entry-level positions, and most word processing positions advertised were requiring it at 80 words a minute.

It should be noted that the ATA program is more flexible than it may appear since most students enter with some level of skill and previous experience. This previous training can allow placement in higher level courses or particular interest courses such as English, technical report writing, social sciences, or accounting. An advance application course is also being considered for adoption that will enable those interested students to pursue legal or medical terminology and transcription on word processing equipment.

Conclusions and Recommendations

A basic knowledge of word processing should be incorporated into current business and office training. Whether an entire word processing curriculum is developed or whether the various skills and knowledge elements are incorporated into other business courses, students should be given the opportunity to study this new aspect of and application in business.

The actual word processing curriculum design should be made to fit the individual intent and facilities of a particular institution. The primary goal should be to serve a growing industry by preparing students with marketable skills.

Word processing can be effectively integrated into an existing curriculum. The growth of this management tool and its increasing utilization by business, industry, and government mandate its inclusion into the business education curriculum. This integration should not be limited to concepts. Whenever possible, students should have lab experiences in which they are able to apply these concepts and better relate to this new office environment.

PRIMARY AREA TO WHICH THE PROJECT WAS DIRECTED

In 1964 the International Business Machines World Trade Corporation introduced the word processing concept with the Magnetic Tape Selectric Typewriter (MTST). This piece of equipment was introduced into the business office to facilitate the preparation of written business communications such as letters, memorandums, and reports. At this time, the primary emphasis was upon the production of error-free written communications. Today, however, word processing has become a systematic approach utilized to manage all the tasks within an office--both typing and nontyping.

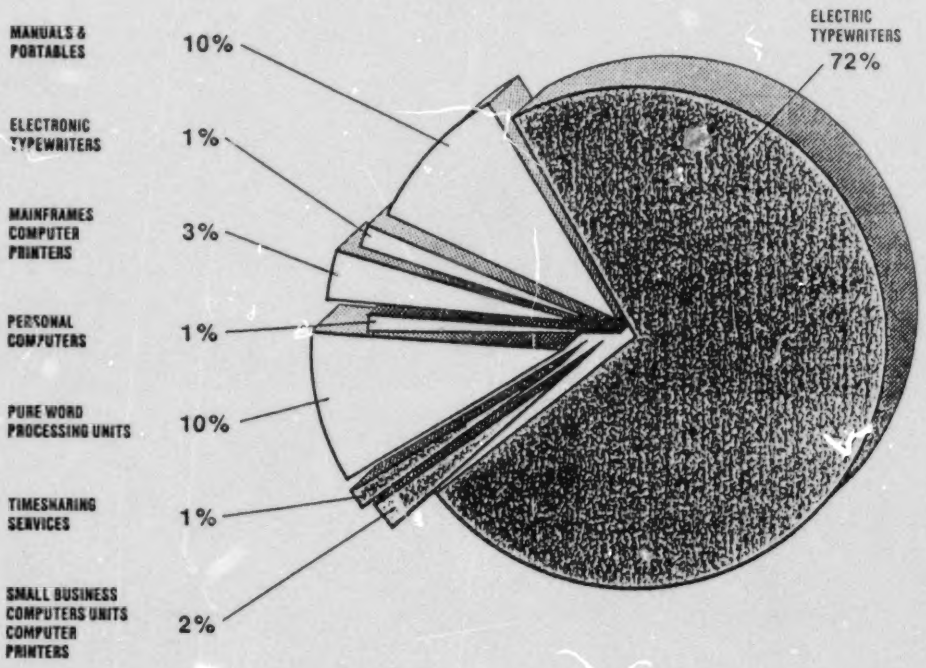
One of the biggest problems facing companies choosing to implement word processing and informations systems today is finding the highly skilled personnel necessary to operate the equipment and manage the production centers. Today's staff members must possess a broad range of knowledge in oder to meet company objectives effectively. A February 1982 article in Word Processing & Informations Systems reports that an estimated 100,000 people will need to be prepared to fill available positions.

Word processing applications have definitely affected office careers and job skill requirements. Three in particular are worker-manager relationships, upward mobility, and job responsibility.

Realizing the immensity of this future requirement, an increasing number of schools are developing training programs to educate people for their new roles in business. As word processing embraces larger information systems, schools will need to broaden the scope of their classroom instruction.

A 1981 study by Datapro Research Corporation indicated that the technical and affective skills needed by word processing operators and managers can be developed in business education courses. The existing business/office curriculum includes technical skills--equipment usage, English grammar, spelling, punctuation, keyboarding, math, and accounting. Incorporating word processing concepts and applications into existing curricula, therefore, should be a natural transition.

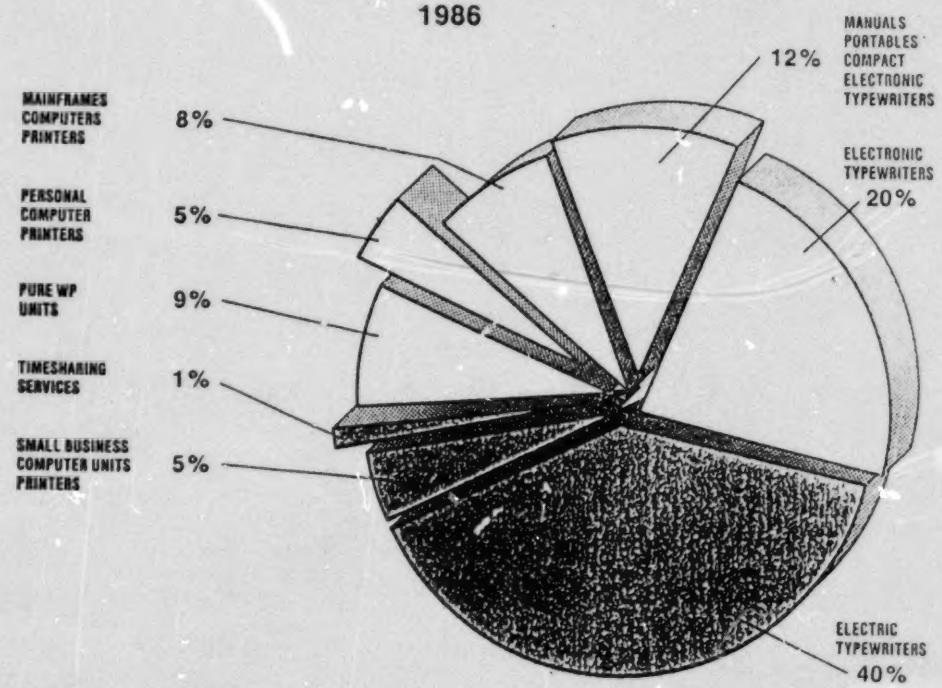
SATISFYING U. S. TOTAL TYPING NEED
1981/1982



INSTALLED BASE

DATAQUEST, INC. estimates

SATISFYING U. S. TOTAL TYPING NEED
1986



INSTALLED BASE

DATAQUEST, INC. estimates

PRIMARY OBJECTIVE: To establish a word processing curriculum utilizing existing business courses and creating necessary introductory and application courses.

In establishing a word processing curriculum to tie into an existing business curriculum, instructors must identify the technical and affective skills which are desirable and necessary for employment, combine existing courses with these elements, and, perhaps, develop supplementary courses.

TECHNICAL SKILLS:	TYPEWRITING TRANSCRIPTION PROOFREADING CALCULATING COMPOSING DUPLICATING COMMUNICATING LISTENING
CONCEPTUAL SKILLS:	ANALYZING DATA ORGANIZING WORK FLOW PROBLEM SOLVING PRIORITY SETTING DECISION MAKING TERMINOLOGY MACHINE LOGIC
HUMAN RELATIONS SKILLS:	WORK UNDER PRESSURE CREATIVITY CONFIDENTIALITY ACCEPT CRITICISM WORK ALONE STRONG WORK ETHIC COMMUNICATE ORALLY

WHAT IS WORD PROCESSING?

No matter which definition you may use or prefer, an underlying assumption and the key ingredients of word processing mean improvement and efficiency. Tasks of dictating, revising, typing, copying, and duplicating are being transformed into a system of controlled automated procedures.

* * * S O M E D E F I N I T I O N S * * *

*** Word processing is a new concept in office management which uses modern equipment and specialized procedures as well as specialized skills.

*** Word processing is a system of processing communications using standardized procedures, modern equipment and specialized employee responsibilities to produce quality communications at rapid speeds and low costs.

*** Word processing is the fastest, most efficient, and most economical method of expediting paper flow from its authorship to distribution of the printed word.

The formal definition of word processing established by the American National Standards Committee of Washington, D. C.:
*** Word processing is the transformation of ideas and information into a readable form of communication through the management of procedures, equipment, and personnel.

***Word processing is a way to transform ideas into communication quickly and accurately through the use of automated equipment operated by skilled people using revised office procedures.

- -

GOALS OF THE WORD PROCESSING CURRICULUM

1. Teach word processing concepts
2. Teach word processing terminology
3. Develop equipment operation skills
4. Explain related automated office systems technologies
5. Develop related language arts/math/accounting skills

SPECIFIC REQUIREMENTS

1. Use non-display text-editing equipment (memory typewriter, electronic typewriter)
2. Use stand-alone test-editing equipment with visual display and magnetic storage
3. Use word processing system linked to mainframe computer
4. Organize and type technical and non-technical business documents
5. Transcribe and store dictation recorded on a dictation system
6. Take notes and dictation at speed of 80 wpm using a shorthand system
7. Apply proper spelling rules, punctuation, grammar and business vocabulary to produce mailiable documents
8. Carry out written and oral instructions
9. Compose rough drafts
10. Operate adding machine/electronic calculator
11. Understand basic business operations and accounting procedures

THE FOLLOWING COURSE CONTENT AREAS ARE CONSIDERED BASIC:

1. Introduction to WP (basic concepts, administrative procedures, WP and the total organizational structure)
2. Changing technology (familiarity with new equipment and systems, awareness of implications of change)
3. Scurces of information (readings, reference books, professional activities, visitations)
4. Systems approach (workflow, integration)
5. Career awareness (retraining, recognizing opportunities)
6. Basic language skills (reading, grammar, spelling, punctuation, new technical vocabularies)
7. Verbal communications (developing listening skills, face-toface communications, dictation)
8. Written communications (creating correspondence, following written directions and office procedures)
9. Work attitudes (flexibility, personal pride, organization)
10. Work measurement (deadlines, time management, goal setting)

RESULTS AND ACCOMPLISHMENTS

A. Certificate in Word Processing

B. ATA Degree Program - Major in Word Processing

SKAGIT VALLEY COLLEGE
OFFICE OCCUPATIONS DEPARTMENT
CERTIFICATE IN WORD PROCESSING

The Word Processing Certificate is a specialized one-year program for students who are seeking job opportunities related to word processing and for those who wish to upgrade current skill levels. Since this program begins at an advanced level, students who have minimal typing and language skills may take longer to complete the required courses.

Interested students should consult an Office Occupations advisor before registering. Placement tests in math and English will be given to all entering students.

Fall Quarter			Grade
BA131	Intro. to Business	5	_____
OFFIC110	Business English	5	_____
OFFIC111	Intro. to WP	2	_____
OFFIC116	Electronic Typewriter	1	_____
OFFIC109	Memory Typewriter	2	_____
OFFIC107	Skill Building in Typewriting	2	_____
		17	

Winter Quarter			
OFFIC104	Advanced Typing I	3	_____
OFFIC115	Office Machines	3	_____
OFFIC118	Machine Transcription	3	_____
OFFIC252	Word Processing	2	_____
OFFIC136	Practical Accounting	5	_____
		16	

Spring Quarter			
OFFIC105	Advanced Typing II	3	_____
OFFIC133	Business Correspondence	3	_____
OFFIC144	Office Procedures	5	_____
CS132	Computer Applications in Word Processing	3	_____
MM246	Personnel Management	5	_____
		19	

VERIFICATION: GPA - 3.0 _____

Typing speed - 70 wam _____

SKAGIT VALLEY COLLEGE
DEPARTMENT OF OFFICE OCCUPATIONS
ATA DEGREE PROGRAM - MAJOR IN WORD PROCESSING

The Associate in Technical Arts Degree with a Word Processing major is a two-year program of beginning, intermediate, and advanced courses for those students who wish to specialize in word processing operations, achieve advanced-level skills, and obtain a broad education.

Interested students should consult an Office Occupations advisor before registering to ensure correct placement in the typewriting and shorthand sequences. Placement tests in English and math will be given to all students entering the program.

A career in word processing may offer a wide selection of job opportunities. The skills needed to succeed include superior typewriting skills, competent English skills, machine transcription skills, accurate proofreading ability, ability to follow directions, and good organizational skill.

Fall Quarter		Grade
OFFIC101	Beginning Typing I	5 _____
OFFIC134	Business Math	5 _____
OFFIC100	Business Communications Fundamentals	3 _____
OFFIC120	Beginning Shorthand	5 _____
		18

Fall Quarter		Grade
BA131	Intro. to Business	5 _____
OFFIC111	Intro. to WP	2 _____
OFFIC116	Electronic Typewriter	1 _____
OFFIC109	Memory Typewriter	2 _____
ENGL100	Basic Composition	3 _____
PE200	Industrial First Aid	2 _____
ART or MUSIC or LITERATURE		3 _____
		18

Winter Quarter		
OFFIC102	Beginning Typing II	5 _____
OFFIC110	Business English	5 _____
OFFIC136	Practical Accounting	5 _____
Shorthand	Dictation Sequence	3 _____
		18

Winter Quarter		
OFFIC104	Advanced Typing I	3 _____
OFFIC118	Machine Transcription	3 _____
OFFIC252	Word Processing	2 _____
CS130	Computer Programming	5 _____
PSYC171	Human Potentials	3 _____
		16

Spring Quarter		
OFFIC103	Intermediate Typing	5 _____
OFFIC115	Office Machines	3 _____
OFFIC133	Business Correspondence	3 _____
Shorthand	Dictation Sequence	3 _____
SPCH121 or 123	Speech Fundamentals Interpersonal Communications	3 _____
		17

Spring Quarter		
OFFIC105	Advanced Typing II	3 _____
OFFIC144	Office Procedures	5 _____
CS132	Computer Applications in Word Processing	3 _____
MM246	Personnel Management	5 _____
		16

VERIFICATION: GPA - 3.0 _____. Typing speed - 70 wam _____ Shorthand - 80 wam _____

APPENDIX 1

Catalog descriptions

Course outlines and handouts

OFFIC 104 Advanced Typing

Advanced production tasks--correspondence, reports, tables and business forms. Integrated projects and in-basket exercises. Prereq: OFFIC 103 or two years of previous typing training.

OFFIC 105 Advanced Typing II

Continuation of Advanced Typing 104. PREREQ: OFFIC 104.

OFFIC 107 Skill Building in Typing

Speed and accuracy building, number proficiency. PREREQ: Ability to type by touch.

OFFIC 109 Memory Typewriter

Training on IBM Memory Typewriter. PREREQ: Typing speed: 45 wam AND instructor's permission.

OFFIC 110 Business English

Grammar, punctuation, vocabulary, spelling, sentence structure, word usage. Prereq: Entry test.

OFFIC 115 Office Machines

Electronic calculators (printing and display).

OFFIC 116 Electronic Typewriter

Programmed instruction. PREREQ: Typing speed: 45 wam AND instructor's permission.

OFFIC 118 Machine Transcription

Transribing from a machine. PREREQ: Prior or concurrent enrollment in OFFIC 104 and OFFIC 110.

OFFIC 133 Business Correspondence

Organizing, analyzing, and writing business communications. PREREQ: OFFIC 110 or ENGL 100.

OFFIC 136 Practical Accounting I

Bookkeeping problems of the moderate-sized business.

OFFIC 144 Office Procedures

Reinforcement of specific skills and integration of a variety of skills necessary for the successful completion of secretarial training. PREREQ: OFFIC104 or comparable typing course and OFFIC110 or satisfactory percentage of English entrance test.

OFFIC 252 Word Processing

Programmed instruction on the Lexitron VT 1202. PREREQ: typing speed: 45 wam AND permission of instructor.

BA 131 Introduction to Business

A survey course covering such topics as types of ownership, methods of business financing, personnel, labor unions, management techniques, accounting, and social responsibility.

ENGL 100 Basic Composition

Reading and writing course to develop skills needed to satisfy beginning job requirements for occupational students or to prepare other students for English 101.

MM 246 Personnel Management

This course deals primarily with developing the skills to secure maximum utilization of the human resources in the organization. Topics include the managerial grid, organization objectives, job design, job analysis, job description, performance standards, transfers, promotions, demotions, wages and salaries, and incentive systems.

PSYCH 171 Human Potentials Seminar

Review of literature concerning development of human potentials with particular focus on self-awareness, self-affirmation, assertiveness, personal congruence, and authentic relating.

ADVANCED TYPING
Office Occupations 104

I. COURSE DESCRIPTION. Advanced typewriting production tasks: correspondence, manuscripts and reports, tables and business forms. Prerequisite: Office 103 or two years of previous typing training.

II. COURSE CONTENT AND OBJECTIVES. The student will type mailable work without detailed instructions and in a specified period of time.

January 5	Introduction to Course
January 7	Production Timings
January 11, 12, 14	Typing in a Sales Office
January 18, 19	Typing in a General Office
January 21, 25, 26, 28	Typing in an Accounting Office
February 1, 2, 4	Typing in an Executive Office
February 8, 9, 11	Typing in a Legal Office
February 16, 18	Typing in a Government Office
February 22, 23, 25	Typing in a Medical Office
March 1, 2, 4	Typing in a Technical Office
March 8, 9, 11	Production Measurement
March 15	FINAL

III. COURSE GRADE EVALUATION. The following factors will be considered in the final evaluation:

A. Production Work (70% - approx.)
B. Timed Writes (10% - approx.)
   A = 60 wam/1 error per minute
   B = 52 wam/1 error per minute
   C = 42 wam/1 error per minute
C. Final Exam (10% - approx.)
D. Business Maturity (10% - approx.)
   (Attendance, punctuality, work submitted on time, ability to follow instructions)

IV. REQUIRED MATERIALS

A. Text--College Typewriting, 10th Edition, by Wanous, Duncan, Warner, and Langford
B. Laboratory Materials--Division 3 for College Typewriting, 10th Edition
C. 8 1/2 x 11 white typing paper (NOT the erasable kind!)
D. Typing eraser
E. Carbon paper

V. OPTIONAL MATERIALS

A. Reference manual (HOW 2)
B. 20,000 Words by Leslie
C. Lift-off ribbon

ADVANCED TYPING II
Office Occupations 105

I. COURSE DESCRIPTION. Continuation of Advanced Typing 104. Advanced typewriting production tasks: correspondence, reports, tables, business forms, and in-basket exercises. Prerequisite: OFFIC 104.

II. COURSE CONTENT AND OBJECTIVES. The student will type mailable work without detailed instructions and in a specified period of time. At least one hour a week is to be scheduled in the Word Processing Center.

March 31	Job 1 (WP)
April 2	Jobs 2, 3, and 4 (WP)
April 7	Jobs 5 (class), 6, and 7 (WP)
April 9	Jobs 8 (WP?), 9, and 10 (class)
April 14	TEST 1
April 16	Jobs 11 (WP), 12 (WP), and 13
April 21	Jobs 14, 15 (class), and 16
April 23	Job 17 (WP)
April 28	Jobs 18, 19, and 20 (class)
April 30	TEST 2
May 5	Jobs 21, 22, and 23
May 7	Jobs 24, 25 (class), and 26 (WP)
May 12	Jobs 27 and 28
May 14	Jobs 29 and 30 (class)
May 19	TEST 3
May 21	Project 7
May 26	Project 7
May 28	Project 8
June 2	Project 8
June 4	Project 8
June 9	TEST 4

III. COURSE GRADE EVALUATION. The following factors will be considered in the final evaluation:

A. Production Work 60% (approx.)
B. Tests 30% (approx.)
C. Business Maturity 10% (approx.)
(Attendance, punctuality, work submitted on time, ability to follow instructions)

IV. REQUIRED MATERIALS

Executive Typewriting, Second Edition, by Reigel and Perkins

V. OPTIONAL MATERIALS

A. Reference manual (HOW 2)
B. 20,000 Words by Leslie
C. Lift-off ribbon

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TYPING SKILL BUILDING OFFICE 107 2 Credits

I. COURSE DESCRIPTION--Speed and accuracy building on straight copy, statistical copy, rough draft copy, script copy, and production work. Improved proofreading proficiency. Prerequisite: Office 101 or ability to type by touch.

II. COURSE CONTENT

A. Daily skill drives for speed or accuracy
B. Progress timings
C. Proofreading
D. Rough draft copy
E. Script copy
F. Number row proficiency
G. Punctuation proficiency
H. Centering proficiency
I. Tabulating proficiency
J. Business letter proficiency

III. PERFORMANCE OBJECTIVES

The student will demonstrate improved speed and consistent accuracy through timed work and will concentrate on the following goals:

A. Net increase in words a minute on all types of copy
B. Net decrease in errors per minute on all types of copy
C. Improved proofreading proficiency
D. Improved production skills
   1. Centering
   2. Tabulating
   3. Business letters

IV. GRADING

A. Technique Development
B. Daily Measurement
C. Attendance

V. REQUIRED TEXT

A. Basic Typewriting Drills--5th edition by Wanous and Langford

VI. REQUIRED MATERIALS

A. 8½ x 11 white typing paper (NOT the erasable kind!)
B. Pen or pencil

OFFICE 109 - MEMORY TYPEWRITER - 2 Credits

Prerequisites: Typing Speed: 50 w.a.m.
Business English 110 or Equivalent

Supplies: Correctible film ribbon(s)
Paper (both available at bookstore)

COURSE PROCEDURE:

1. The book for the course is furnished with the machine. DO NOT remove it from the area; others need it.

2. Training on the Memory Typewriter is available on an individualized basis with supplementary help as needed. The materials have been carefully selected to enable you to proceed on this basis. Follow the instructions in the book.

3. The Memory Typewriter is reserved for you at the time indicated. Please use only your reserved time. Estimate a maximum of 20 hours on the machine. As available, additional practice time may be scheduled on the sheet posted by the machine.

4. In addition to the 20-hour lab time, each student must make arrangements with the instructor for the final examination. The examination includes both an oral and a practical application section. The examination is 90 minutes, and the student may elect to split the sections or to take both on the same day.

5. Any student missing two consecutive sessions without a previous valid excuse will be taken off the machine and another student will be assigned to that time. Since there is a waiting list, the Memory Typewriter cannot be held open for you if you are not using it.

6. Exercises are not to be submitted to the instructor; they are for your reference. Use ONLY your storage bin.

7. After you have finished the Basic Training Section of the book, ask for the Memory Typewriter Review Sheets. Check your answers and review any areas before taking the final.

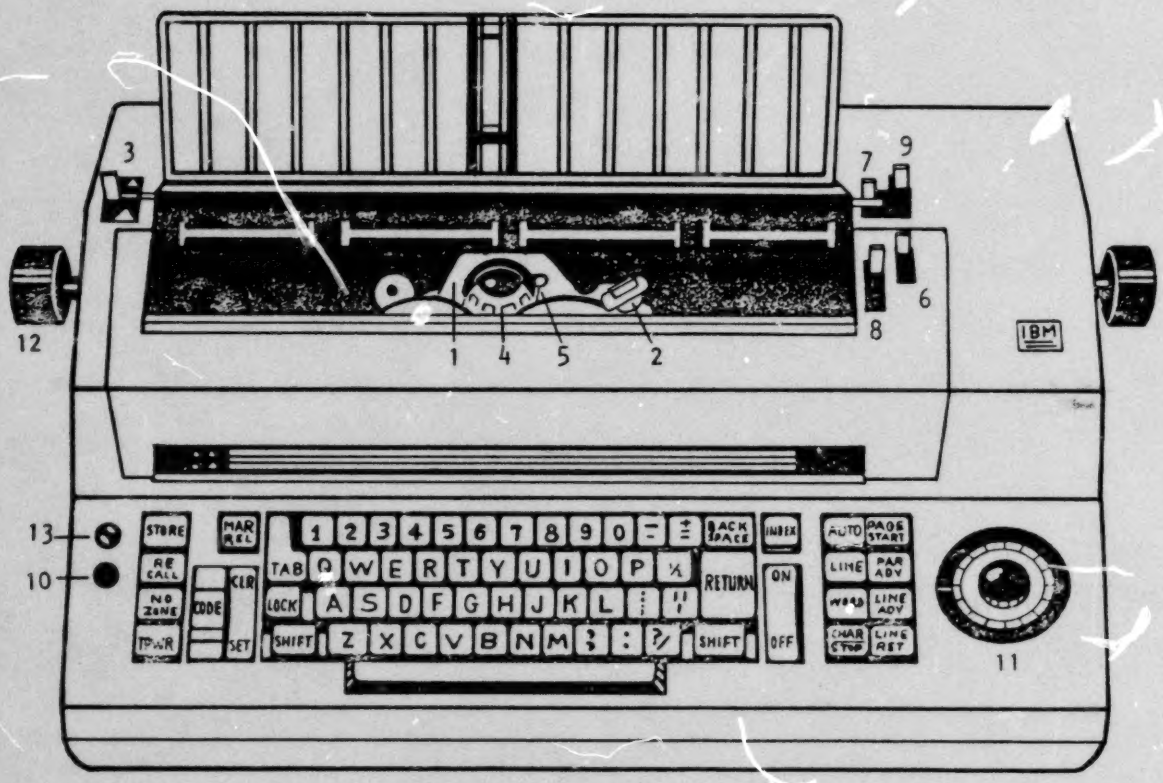
8. Grades will be on a Pass/Fail basis.

TIPS FOR SUCCESS

1. Carefully gauge your time. Because the Memory Typewriter must serve several students each quarter, the machine is available to you only during the time you are scheduled. Please don't hamper your own or another student's success by failing to relinquish the machine when your time is up.

2. Don't get too "hung up" on details. Try to learn the basics and broad-scale mechanics of operation. After 20 hours' instruction, you can't expect to be an expert--that will come when you use the Memory Typewriter on a job.

3. Don't panic or worry. You don't have time (and besides, it is not very conducive to learning). So . . . relax, learn as much as you can, and enjoy your experience on this fascinating machine.



MEMORY TYPEWRITER

1. Cardholder
2. Correction Tape
3. Dual Pitch Lever
4. Element
5. Impression Control
6. Line Finder
7. Line Space Lever
8. Paper Bail Release Lever
9. Paper Release Lever
10. Red Light
11. Storage Dial
12. Variable Line Spacer
13. Yellow Light

INTRODUCTION TO THE MEMORY TYPEWRITER

Basic keyboarding procedures:

Always begin a project with a RCR.

Space twice after all ending punctuation.

Always end a project with two CRs.

Playback buttons:

Auto

Line

Word

Char/Stop

Access buttons:

Page Start

Par Adv

Line Adv

Line Ret

Three ways to clear memory:

Code + 6

Turn off machine

Store

Features on the Memory Typewriter which are also on the IBM Selectric Typewriter:

Dual Pitch Lever

Element (interchangeable)

Line Space Lever

Cardholder

Impression Control

Paper Guide

Ribbon Control Lever

Paper Release Lever

Five Typamatic Keys

Line Finder

INTRODUCTION TO THE MEMORY TYPEWRITER

Questions for Discussion

1. Name five advantages of a Memory Typewriter over a conventional typewriter.

   (1) _____

   (2) _____

   (3) _____

   (4) _____

   (5) _____

2. Name ten features on the Memory Typewriter which are also on an IBM Selectric Typewriter.

3. What is the purpose of the acoustical filter hood?

4. What is the capacity of the Memory on the Memory Typewriter?

5. The automatic tab grid has the tabs set every _____ spaces.

6. The Memory Typewriter has an automatic _____ inch line length.

7. What happens when the TPWR button is depressed and text is keyboarded?

8. What is the length of the Line End Zone?

9. Name two purposes of the No Zone button.

   (1) _____

   (2) _____

10. What button is used simultaneously with other keys for special instructions?

11. Name the playback buttons.

12. Name the access buttons.

13. Name three ways to clear memory.

    (1) _____

    (2) _____

    (3) _____

14. Does recalling a project from storage also delete it from storage?

15. When is a Required Hyphen used?

16. When is a Required Space used?

17. What is the method used to back up in memory without erasing?

18. What instruction is used for automatic centering?

19. What instruction is used for automatic underscoring?

20. List three keyboarding procedures to be followed at all times.

    (1) _____

    (2) _____

    (3) _____

L. Joyce Arntson
Consultant

GOLDEN VISUALS
P.O. BOX 1177
HUNTINGTON BEACH, CA 92647

MEMORY ORAL

1. What is the difference in operation between having TPWR up or down?

   When TPWR UP, you are typing into memory.
   When TPWR DOWN, you are not typing into memory.

2. Give three ways to locate material in memory.

   a. paragraph advance
   b. line advance
   c. word

3. When would NO ZONE be used?

   To play back any material exactly as it was typed.

4. When would you use a required space? Required return?

   Required space--to avoid separating phrases (dates, abbreviations, etc.)
   Required return--to get out of required tab mode,
   short lines
   beginning of project

5. When you recall from storage, and make revisions in memory, when is material in storage changed?

   When you store over it.

6. What must you remember when centering headings over decimal tab columns?

   That tab stops at the decimal point or at end of figure if no decimal used.

7. If you press the RECALL button and the yellow light does not flash, what is the first thing you should check?

   See if memory is clear. You cannot recall with anything in memory - even one space or carrier return.

MEMORY TYPEWRITER FINAL

**Read all directions first.

Page 1

1. Recall position 45 from storage. Material in storage is the same as typed material on page 1 of test.

2. Do not retype page. Make corrections indicated by using techniques learned on memory typewriter.

3. Play back corrected copy.

4. Clear memory but DO NOT STORE CORRECTED COPY.

Page 2

1. Set typewriter for a 4-inch, elite line.

2. Type the letter with the proper stops so original copies can be sent to addresses indicated and all variable information be inserted properly.

3. Names, addresses, and amounts to be used are as follows:

Mr. Keith W. Hay
1405 Liberty Drive
Rock Springs, WY 82901
$1500

Dr. R. A. James
919 Virginia Avenue
Boise, ID 54217
$1000

Ms Kathy Burkey
441 Hitching Post Rd.
Grants Pass, OR 87526
$1200

* * *SUBMIT ALL WORK PAPERS AND FINAL COPIES TO INSTRUCTOR AT THE END OF THE 60-MINUTE TIMING.

/24

(date)

Mr. Robert L. Anderson
401 First Street
Mt. Vernon, WA 98273

Dear Bob:

During the course of my six-week trip, I visited a number of company offices in the west and conducted numerous sales conferences. I found this trip to be most worthwhile.

I talked with several representatives who are currently distributing and selling our products; they provided me with good insight into our current problem of getting ~~the~~ our product to the merchant on time.

I also talked to merchants who were able to give me ~~some~~ good indications of buying habits in their own communities. Generally, their stocks are quite low, and their ~~main~~ chief complaint was that of getting prompt action from the salesmen.

My ideas and suggestions are being compiled in a report which will be presented at our next board meeting. Since I believe them to be valuable, I suggest a meeting before May 1 when full production will begin.

Sincerely yours,

Clarence Samuels, Director of Marketing

set up on appropriate paper

date —

all caps

Dear —:

Welcome to XYZ

Your excellent credit standing, X, deserves special recognition. We have, therefore, reserved an XYZ credit card, specially for you. Your new line approved credit in the amount of $X. You can now walk into any of our 3,000 stores, any place in the country, and purchase whatever you wish from our stock of brand-name merchandise. Be our ~~Get~~ guest, X; return ~~the enclosed~~ your reserved credit card application today and give us the pleasure of taking care of your shopping needs.

Cordially,

M. K. Longpre
Credit Manager

31

mk/
enc.

BUSINESS ENGLISH OFFICE 110 5 Credits

I. COURSE DESCRIPTION

This course covers the basics of punctuation, spelling, vocabulary, and word usage. It is a prerequisite for transcription courses (Office 118, 119, and 235) and Business Correspondence (Office 133).

II. COURSE CONTENT AND OBJECTIVES

A. Spelling. Students will memorize and apply basic spelling rules.
B. Parts of Speech. Students will identify eight parts of speech.
C. Sentence Analysis. Students will identify subjects and verbs in sentences.
D. Capitalization. Students will correctly capitalize words in sentences.
E. Plural Forms of Nouns. Students will write plural forms of nouns when given the singular form.
F. Possessives. Students will insert apostrophes in singular and plural nouns to show possession.
G. Grammar and Usage. Given sentences, students will correct errors in grammar and usage including case forms of pronouns and subject-verb agreement.
H. Number Usage. Students will apply basic rules for writing numbers.
I. Punctuation. Students will learn and apply basic rules for commas, semicolons, colons, dashes, parentheses, and quotation marks. The student will correctly insert hyphens when necessary and will use preferred word division.
J. Vocabulary. Students will be able to distinguish between similar sounding words and use them in correct context; the student will also increase the basic knowledge of vocabulary.

III. GRADING

The course grade will be determined on the basis of the following:

A. Spelling
B. Quizzes
C. Tests
D. Final Exam

The percentage scale is:

93-100 = A
85- 92 = B
77- 84 = C
70- 76 = D

IV. TEXTBOOK

Business English for the 80's by Barry

OFFICE OCCUPATIONS DEPARTMENT
OFFIC111 - INTRODUCTION TO WORD PROCESSING
2 credits

COURSE OBJECTIVES

The student will learn word processing terminology, concepts, work flow procedures, and typical word processing applications.

COURSE CONTENT

1. Terminology

Student will become acquainted with the specialized language used in this field.

2. The Need for Word Processing

Student will study a historical overview of the development of automated recording and transciption equipment. Student will learn the process by which a document is dictated into a recording medium, given to the word processing operator who keyboards and stores it, prints it, makes necessary corrections, and produces the finished copy for duplication.

3. Technical Developments

Student will study the development of word processing systems and basic components: cathode ray tubes, memory circuits, and print units. Students will learn the advantages and disadvantages of different machines and will have some exposure to existing, on-campus equipment.

4. Office Automation

Student will learn ways in which word processing systems and related equipment are used to facilitate the flow of information; student will identify job skills and focus on the roles of various workers and the interaction of workers and supervisors.

5. Distribution and Retention

Students will examine a variety of copying machines, learn methods of duplication, and methods of distribution. Students will assess media storage possibilities in terms of active/inactive files, how often they must be corrected, updated, or deleted, and become familiar with magnetic tape cassettes, floppy disks, microfilm and microfiche, and the various conversion possibilities.

Electronic Mail--Communication that is sent electronically over telephone or telegraph lines or that is relayed by a satellite network.

Facsimile--A form of electronic mail. It is the process of transmitting information in the form of typed copy, charts, graphs, photographs, and longhand documents from one location to another over telephone lines. The machine which sends and receives the information is known as a telecopier machine, or facsimile transceiver.

Floppy Disk (Diskette)--A magnetic recording medium about the size and shape of a flexible 45 rmp record; it holds about 100 pages of text. In contrast, "hard disk" is a type of recording and storage medium used by computers.

Hard Copy--Typed or printed machine output that is in readable form on paper.

Hard Disk--A magnetic storage and recording medium (approximately the size of a 33 1/3 rmp record) used by computers.

High-Speed Printer--A printer which is used when speed is more important than quality of print. Speed is measured in lines per minute or pages per minute rather than in characters per minute.

Input--Information entered into a word processing system for processing; the act of originating thoughts or ideas using words. Examples of input are longhand, shorthand, and machine dictation.

Logic/Intelligence--The part of a machine that directs operations. For example, the logic/intelligence of a text-editing typewriter would control the automatic centering, underscoring, and playback.

Magnetic/Electronic Typewriter--An electronic typewriter that records on magnetic media (tape, card, or disk) or in a memory unit. The recorded material can be played back with little human assistance at high speeds. Also referred to as: power typewriter, text processor, and word processing typewriter. As advanced editing features were added, these machines became known as text-editing typewriters or text editors.

Magnetic Media--Media such as cards, cassettes, disks, and belts which are used in text editors and dictation equipment to record and to store information.

Mechanical--Produced by assistance of a tool or a machine.

Mechanical Text Editor (Mechanical Standalone)--A text-editing typewriter that operates independently, without help from another machine. This text editor is designed for the simpler text-editing functions and is known as a "blind" text editor, since it has no visual display screen.

Media--(singular form of Medium) The material used with word processing equipment upon which information is recorded. Common forms include magnetic belts, cards, disks, and cassette tapes.

Micrographics--The science of converting typed or printed documents to a miniature form (microfilm or microfiche) that can be easily stored and retrieved for reference.

MT/ST--Magnetic Tape Selectric Typewriter invented by IBM in 1964; the first magnetic/electronic typewriter.

OCT (Optical Character Recognition)--A form of data input that uses optical scanning equipment to read typed or printed characters.

Output--Documents typed or printed by word processing equipment; the act of producing documents in final form.

Playback--The automatic typing out of material that has been recorded on an automated typewriter.

Principal--An individual who originates paperwork and requires secretarial help. Other terms used interchangeably are: boss, manager, executive, user, author, word originator.

Printer--A machine often directed by a computer, that prints out information at a high rate of speed.

Priority--Order of urgency. In word processing it involves determining the order in which tasks are to be completed so that the most pressing work is done first.

Procedure--A manner of proceeding, performing, of effecting something; a series of steps followed in a regular order.

Recorder--The unit in a dictation system which accepts dictation and records it on the medium--belt, disk, or tape.

Reprographics--The science of reproducing documents by using machines such as photocopiers, duplicating equipment, collators, binders, and so forth.

Revision--The act of changing, correcting, or editing a typed document.

Rough Draft--A handwritten or typed copy that is to be revised or corrected; a copy that already has revisions marked on it.

Software Programs--The programming of a text editor by a magnetic medium to activate the processing functions; to perform a new function merely requires the insertion of the appropriate "software" package.

Standalones--Text-editing typewriters, both mechanical and visual display, that contain all the parts needed to operate alone; they are complete within themselves and do not rely on the aid of a computer or any other machine.

Storage--The act of filing and retrieving paper documents as well as magnetic media..

Text-Editor (Text-Editing Typewriter)--A standalone typewriter, with or without a visual display screen, that can revise text (add new material, correct and revise stored material, and skip material to be omitted).

Turnaround Time--From the time a document is created to the time it is completed in final form, ready to be mailed or filed.

TWX/TELEX--Two teletypewriter exchange services provided by Western Union. Both are forms of electronic mail.

Variables--Information that changes from one form letter or prerecorded document to another. Examples of variables to be inserted during playback are names and addresses, amounts, model numbers, purchase order numbers, and so on.

Visual Display Text Editor--A text-editing typewriter similar to a mechanical standalone only it has a screen for advanced editing and a separate printing device for high-speed playback.

Word Processing (WP)--A system of processing written communication by coordinating automated equipment, specialized people, and efficient procedures in an appropriate environment.

INTERESTING FACTS AND FIGURES

* By 1985 there will be one word processor or electronic typewriter for every four secretaries/typists in the United States.

* Approximately sixty percent of the work force in the United States is involved in processing information.

* White-collar workers in the United States are unproductive at least 50 percent of the normal eight hours spent on the job according to one of the Big Eight management consulting firms.

* Although the computer was supposed to have paved the way to the paperless office of tomorrow, offices in the United States generate 600 million pages of computer printout every day as well as 234 million photocopies and 76 million letters.

* Today, more men are working as secretaries, with over 7,000 men having entered the field during the past 10 years. Still, men comprise only 1% of the nation's 3.7 million secretaries.

* In reaction to the 1981 movie "9 to 5," a big AFL-CIO union and a national women's group announced a joint campaign to organize the U.S.'s 20 million clerical workers (80% of whom are women and 90% are not "unionized").

* Two thirds of the cost of office operations is with management and professional occupations. Word processing impacts only about 25% of the cost of office operations.

* The current capital investment per office worker is about $2,000. By 1990 that figure is expected to be between $7,500 and $15,000.

* 1980 is the year that it became cost effective to provide managers with terminals.

* Word processing input can save up to 60% of normal phototypesetting costs.

* The U. S. Food and Drug Administration recently reviewed the various studies and data it had collected on video display terminals. Their conclusions were that these terminals emit few harmful rays and generally are less risky than commonplace items such as TV sets, fluorescent lights, and space heaters.

*Information extracted from "Office Automation and Business Communication," a 63-page advertising supplement in the October 5, 1981, issue of Fortune magazine.

"CONCERNS OF EMPLOYERS WHEN HIRING WORD PROCESSORS"

PUNCTUALITY
- Ability to meet deadlines
- Dependability to associates

APPEARANCE & PERSONALITY
- Business Dress
- Ability to sell themselves & word processing

MOTIVATION
- Pride in work accomplished
- Why Word Processing?? Need for just any job?
- Career paths??? Large companies hire from within.

DEXTERITY & KEYBOARDING
- Is typing a laborious job?
- Cultural stigma
- Quality control

EDUCATION
- High School, Business College, Community College, University, Degree??? (Subjects studied) denote training

PERSONAL INTERESTS
- Read? ↕ Vocabulary
- Sports? ↕ Team Work
- Music? ↕ Rhythm
- Art? ↕ Graphics

WASHINGTON STATE BUSINESS EDUCATION ASSOCIATION - October 13, 1979
Anne Carter - Outling
City of Bellevue
11511 Main St P.O. Box 1768
Bellevue, WA 98004

How To Make WP Work:

CRITERIA FOR SELECTING OPERATORS

What operators must be in addition to good typists!

By Lorna Hamblin Miller

Word processing is more than just a new kind of office equipment — it's also the people who operate it. In the rush to obtain the latest technology, the *people* factor is often overlooked. Critical to the success of a word processing installation is the establishment of new criteria for the hiring and training of personnel to operate the equipment.

While the promises of faster turnaround, greater volume, perfect copy, one-time keyboarding and easy revision sound ideal, all these word processing capabilities are wasted without properly selected and trained operators, since your system will perform only as well as those who make it work. What is required is a well trained operator with specific abilities and skills who will proceed on a gradual learning curve that peaks only through persistent on-line experience, personal dedication, and an atmosphere conducive to improvement.

You may depend in part on the vendor to provide operator training through a "crash course" in operating fundamentals and follow-up training on-site. However, it takes much more for an operator to become proficient. There must first be an ambition and desire to learn to operate computerized equipment. Just as important is providing enough time in the first few weeks of operation for the person to become familiar and comfortable with the system. This period is part of the learning curve that is integral to learning any new system.

Before you can even begin to consider selecting operators for your equipment, you must first realize that word processing is about as much like traditional typing as flying a plane is like driving a car. While the same limbs are used, and the end result is the same, the means of "getting there" are quite different, and demand a whole new set of criteria for selecting employees.

Some of the differences between regular typing and word processing operation can be seen by looking at the capabilities operators must learn to perform. These capabilities include:

- *Planning* width, length, margin, tabs, size of type, linespacing.
- *typing* any page or character only once.
- *televising* — a new perspective: seeing words on a screen.
- *memorizing* codes.
- *recalling* from the last page or from last month's work.
- *revising* — for every character on the screen, the operator can replace, remove, move, erase, delete, reform, in endless editing capabilities.
- *duplicating* — to have additional copies of the work stored.
- *organizing* electronic magnetic media filing system.
- *designing* a page to exhibit text for the best effect.
- *producing* any number of flawless originals without waste paper.

The point in the above is that word processing operators must be more than just "good typists." They must exhibit an ability or propensity to work with computer equipment, which requires more analytical skills than typing. It is important to remember that a good typist will not necessarily be a good word processing operator. Using the "drive/fly" analogy, not all drivers wish to become pilots or have experienced a need to fly, or an opportunity to learn about flying. Some could not pass the "flight test" if they wanted to — they are simply not oriented to automated computer procedures.

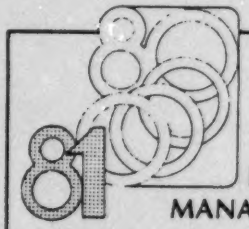
This brings up an important point which I call the "frontier factor," which involves a feeling of excitement about a creative way to handle the typing process, and a feeling of challenge in accepting a job where there is potential to advance. These characteristics are an essential ingredient to the success of your word processing operation.

Skill Areas & Personality Traits

Among the skill areas that should be required for a word processing operator position are:

- above average intelligence
- Proficiency with general coordinative skills
- Familiarity with the use of typewriter and document format
- Familiarity with office procedures
- Broad experience in office work

Lorna Hamblin Miller is a word processing consultant with Datapro Research Corporation, Delran, New Jersey, which publishes reports and information services in various areas of office automation. She has had extensive experience in word processing implementations.



THE EIGHTIES MANAGER — 4

This article represents the fourth in a special 12-part series of articles devoted to providing information, methods and ideas for increasing productivity. Appearing every month through this year, the series is presented as a sequel to last year's series of articles on "The Productivity Challenge," which is now available as a monograph.

Reprinted from Management World; copyright Administrative Management Society.

- Business school education or other 12+ training.

You will note that fast or accurate typing is *not* considered a priority qualification. In fact, many companies mistakenly give potential operators a traditional typing test, the results of which, taken by themselves, can be totally misleading. As mentioned previously, word processing is a different task than typing, and should be treated as such.

In addition to the above skill areas, experience in either word processing (such as mag card machines) or other computer systems (such as data processing) is most helpful, since there is a definite relationship in terms of skills, especially recognition of computer logic patterns.

Character and personality traits that help enhance an operator's chances for success include:

- Good organization skills
- Ambition and determination to succeed
- Sense of discipline and concentration
- Emotional stability (maturity)
- Sense of accomplishment — pride in work
- Ability to work with others
- Pleasant personality.

While the above list could be expanded to include any number of desirable personality traits, the above are especially applicable to a word processing operator position. In interviewing or reviewing potential candidates for operator positions, these characteristics should be kept in mind along with the skill areas outlined previously.

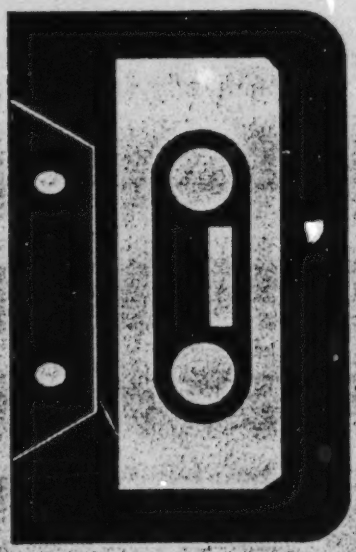
On-The-Job Transition Period

Once the operator is placed in a position, the environment must reinforce and encourage the operator to learn. For example, realize that the time needed to produce the sum of the same documents you typed last week the *old* way will be greater at first. This can frustrate the operator as well as the originator. Patience is necessary to avoid such counterproductive frustration, so plan for an initiation period. It is helpful to schedule the training for a time when the office production curve is lowest, such as when originators are out of town for a few days.

Keep in mind that word processing operators form a relationship with their system which, when successful, is conducive to productivity. The opposite is just as true: a negative, frustating day or two can defeat high hopes for an automated system, and if not checked, can turn the adventure of word processing into a crashing failure at worst, a tedious task at best.

Consultation and cooperation among the decision-makers, the originators and the operator on the one hand, and the manufacturer's sales and support teams on the other, are key factors in smoothing the transition period. Remember, manufacturer's representatives want their system to fulfill its promises and will have techniques and suggestions that are worth listening to, despite the fact that some of these will mean another expenditure.

As typing evolves into word processing, the operator is on the frontier of the "office of the future." A company's success in placing ambitious, skilled people at keyboards will determine the success of a new system and the quality and speed of improvements in the procedure of processing words. □



Four Tapes To Motivate

Planning a program on employee motivation? AMS offers four hard-hitting cassette tapes that are ideal for meetings and discussion groups. These educational tools are available for use by members within their companies and for chapters for special pre-meeting workshops or clinics. Topics covered are:

- **How To Be An Effective Supervisor**
- **Motivating Employees For Maximum Results**
- **Why Good Employees Quit**
- **Challenges of Modern Leadership**

Each tape runs for approximately 40 minutes and can be used effectively for group discussions. They provide a learning experience for all levels of management.

The price for each tape is US$14 to members; US$15 to non-members.

Send your order for these management tools to:
Kay Schneider, AMS International Headquarters, 2360 Maryland Rd., Willow Grove, PA 19090.

EXPLORING OPERATOR SATISFACTION

A survey reveals the factors that lead to job satisfaction in the word processing center

By Dr. Robert B. Mitchell

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There is much talk about the efficiency and attractiveness of automated systems such as word processing. But what about the human element? What factors influence the word processing operator's satisfaction?

Monotony, overspecialization, and, as a result, dissatisfaction are often said to be evident in companies which have implemented word processing systems. Those companies suffer from high turnover within their word processing departments. Many word processing experts, however, point to numerous examples of people gaining career opportunities through the "machine-oriented" world of word processing.

A survey of word processing operators was conducted to determine their levels of job satisfaction and to determine the relevance of the human element in word processing systems.

Sixty-one word processing operators in 22 locations in Dallas and Houston, Texas, participated in the survey. The operators had worked with the systems for at least six months, and the systems had been in operation for at least one year. The operators' levels of job satisfaction were gauged by personnel and environmental factors. This information was collected through personal interviews with the operators and their supervisors.

The first finding established that turnover was directly related to the level of the operators' job satisfaction. The average turnover rate in organizations in which the "more-satisfied" (above the mean) operators worked was 26 percent, and the average turnover rate in the organizations in which the "less-satisfied" (below the mean) operators worked was 36 percent.

Since training and development costs for operators are very high, it is important to determine how to increase their job satisfaction.

Fifty-one separate personnel and environmental factors were examined to see how they related to the word processing operators' levels of job satisfaction.

Of course, as in all professions, many were satisfied and many weren't. The underlying force found to be controlling the operators' job satisfaction, however, were their supervisors. Supervisory style, intensity and personality directly affected job satisfaction. Supervisory policies and practices indirectly affected it.

Each operator was asked to identify his or her supervision as either "general" or "close," and either "punitive" or "nonpunitive." The operators receiving general supervision were more satisfied than those receiving close supervision; the operators receiving nonpunitive supervision were more satisfied than those under punitive supervision; and those who had the combined general-nonpunitive supervision reported the highest level of job satisfaction of all categories.

In expressing their degree of satisfaction with supervision, 67 percent of the operators stated that they were satisfied, 15 percent stated that they were indifferent, and 18 percent stated that they were dissatisfied.

There is a strong correlation between the level of operator job satisfaction and their amount of personal contact with system users. Thirty-three percent reported "constant" contact with users, while another 33 percent said that contact was "frequent." Twenty-three percent indicated that their contact with users was "occasional," and 11 percent said that contact was "rare or none." As for job satisfaction, those with constant or frequent contact with users had a higher level.

Each operator was asked whether he or she was receiving recognition for his or her work. Those who said they were (75 percent) showed higher levels of job satisfaction.

PERSONAL GROWTH

The use of slack time was found to affect the job satisfaction of those surveyed. Some of the slack-time activities noted were: free time; busy or low-priority work; self-improvement activities, such as cross-training on machines or grammar skill development; and helping other departments.

The operators who reported partaking in self-improvement activities during slack time had higher levels of job satisfaction than did those who were free or completed busy work.

When asked how much on-the-job opportunity existed to improve skills and abilities, 36 percent responded that there was "much" opportunity. Another 36 percent reported "some," and 28 percent said there was "little" opportunity. The level of job satisfaction increased with opportunities to improve skills and abilities.

Twenty-four percent of the operators noted that they participated in management-development activities such as assistant supervisory duties and worker training, which helped prepare them for promotions. They also had significantly higher job satisfaction scores.

The operators' views of promotional opportunity were also related to job satisfaction. Those who felt they had much or some promotional opportunity experienced greater job satisfaction than the others. Twenty percent noted "much" promotional opportunity, while another 20 percent reported "some" and 56 percent reported "very little or none."

PAY DOESN'T MATTER

The operators' yearly salary levels had no effect on job satisfaction. However, their concepts of salary equitability did. Thirty-five percent rated their salaries as "very fair," 45 percent rated their salaries as "average," and 20 percent rated their salaries as "poor." Operators who perceived their salaries to be "very fair" had higher levels of job satisfaction than the others.

To get an understanding of the importance word processing operators attach to pay versus overall job factors, they were asked if they would move to a non-word processing job if they were offered more pay. Seventy-four percent of those responding stated that they would not move. Again, it is evident that the operators did not attach a great value to pay itself: those who stated that they would not leave the word processing field for more pay had higher job satisfaction.

RECOMMENDATIONS

These factors, then, can affect word processing operators' levels of job satisfaction: supervision; contact with users; recognition; slack-time usage; opportunity to improve skills and abilities; job enrichment through the completion of management-development activities; promotional opportunities; equitability of salaries; and willingness to leave for more pay.

The importance of job satisfaction is strengthened by the significant correlation between operators' job satisfaction and turnover. Management may benefit by evaluating the pressures facing word processing operators. Improved supervisory techniques may help improve job satisfaction and morale among operators and decrease turnover and other personnel problems. □

Dr. Robert B. Mitchell is assistant professor of management at the College of Business Administration of the University of Arkansas at Little Rock.

KEYING IN TO WORKERS

The following are recommendations to help management key in on the human element in the word processing environment.

► Evaluate the supervision of each word processing system, noting carefully the supervisor's style, total realm of duties, previous word processing experience, knowledge of the word processing system and equipment, and overall ability to link it and the operators to the organization.

► Require that word processing supervisors receive leadership training before being placed into supervisory roles.

► Give personal recognition to each operator for completed work and make him or her see the importance of his or her position within the organization.

► Match each operator with work assignments.

► Develop operators for future promotions.

► Design word processing career paths and make them fully operational; stress to all operators the specifications for moving up the career paths.

► Develop an organizational awareness program to periodically inform operators of their fringe benefits and other work-related benefits, such as skill and knowledge improvement.

► Continually monitor operators' levels of job satisfaction to solve minor problems before they erupt into major personnel issues.

► Get the operators involved. Hold training periods weekly and have operators contribute by explaining new applications they have discovered.

► Cross-train administrative specialists and correspondence specialists to alleviate boredom and to aid with absences, etc. Also, cross-train operators on various machines.

► Allow operators a chance to periodically leave the word processing center.

► Include descriptions of special projects and outstanding accomplishments in employees' semi-annual reviews.

► Give employees a voice in center policies, procedures and equipment selection. Conduct monthly "gripe sessions" and group meetings.

OFFICE 116 - ELECTRONIC TYPEWRITER - 1 Credit

This course will be taught with permission of the instructor at a time arranged by both the student and the instructor.

Supplies: Correctible film ribbon(s)
Paper (both available at the bookstore)

COURSE PROCEDURE:

1. The book for the course is furnished with the machine. DO NOT remove it from area; others need it.

2. Training on the Electronic Typewriter is available on an individualized basis with supplementary help as needed. The materials have been carefully selected to enable you to proceed on this basis. Follow the instructions in the book.

3. Exercises are not to be submitted to the instructor; they are for your reference.

4. After you have finished the Typing Applications Section of the book, make an appointment with the instructor for the final examination.

5. The final examination is 60 minutes; it requires the student to perform the basic functions of the Electronic Typewriter.

6. Grading will be on a Pass/Fail basis. Students will receive a P upon successfully completing the final examination.

7. The Electronic Typewriter is reserved for you at the time indicated. Use ONLY your reserved time. Estimate a maximum of 12 hours on the machine. As available, additional practice time may be scheduled. Any student missing two consecutive sessions will be taken off the machine.

8. Notify the instructor immediately if any problems occur. Exercise care in using this expensive piece of equipment.

FINAL CHECK - ELECTRONIC TYPEWRITER DO NOT WRITE ON ANY PART OF THIS TEST

PART 1. FORM LETTER

1. Type and store the form letter which is on page 1.
2. Play back an original with variable information for each of the people listed on page 2.

PART 2. ROUGH-DRAFT MEMO WITH THREE COLUMNS

1. Read entire memo first.
2. Type memo making all indicated changes.
3. Check questioned spelling.
4. Play back one perfect copy.

*********Submit all work papers and final copies to instructor.

NOTE: This is a timed, 60-minute check. A grade of P (Pass) will be given to the student based on completion of this test within the time period--and ACCURACY COUNTS!

Each student should set up an appointment with the instructor for a review of this check. If necessary, the student may retake this check.

(Date)

(1)

Dear (2):

All the arrangements for your trip to (3) have been made. Please review the enclosed itinerary and let us know if any changes are necessary at least three weeks prior to the date of your departure.

Your tickets and passport are ready for you to pick up, unless you would like for us to send them to you by registered mail.

Sincerely yours,

Conrad Mercer
Travel Agent

CM/

Enclosure

	1	2	3
A.	Ms Barbara Appleby 224 Bryan Avenue Everett, WA 98206	Ms Appleby	the South Pacific
B.	Mr. Donald Jordan 429 N. 17 Mt. Vernon, WA 98273	Mr. Jordan	New Zealand
C.	Mrs. Susan Carlson 673 East 44 Street Bellingham, WA 98225	Mrs. Carlson	the Scandanavian Countries

Memo: Set up in good form.

Date:
TO: S. N. Samuels
FROM: (You)
SUBJECT: Recent Promotions

The following promotions have been announced:

all caps spell out

Dept	Promoted to	Employee
Word Processing	Staff Assitant	Betty Moore
Sales	Asst. Sales Mgr.	Steven Murphy
Engineering	~~Asst~~ Associate Engineer	Edith Johnson

* make this 1st column

Please
^ Make the necessary changes in your personnel files and send each a brief note of congratulations.
+?

spell out all abbreviations

OFFICE OCCUPATIONS DEPARTMENT
OFFICI18 Machine Transcription
3 credits

COURSE PRE-REQUISITES: OFFICI10 and OFFICI04

REQUIRED SUPPLIES: IBM headsets
The Transcription Specialist by Ennis/Price/Vedder
Typing paper (bond and inexpensive rough-draft paper)

SUGGESTED REFERENCE MATERIALS: Word Division Manual
HOW 2--A Handbook for Office Workers
The Bad Speller's Dictionary

COURSE OBJECTIVES: (1) Understand the transcription process. (2) Display a professional attitude and good listening habits. (3) Exercise correct style and formatting decisions. (4) Apply accurate English skills while transcribing. (5) Transcribe mailable documents with efficiency.

In order to help you meet the requirements of the course and to encourage wise use of your time, the following deadlines have been established:

by January	12	Phase I
	18	Phase II
	22	Phase III
February	1	Phase IV
	19	Phase V, Cassette 5, Midway Appraisal
March	11	Phase V, Cassette 9
	17	Final Evaluation (set time with instructor)

COURSE EVALUATION:

A final course grade will be determined by the following:

Phase I	5%	Phase V	Machine transcription and related assignments	50%
II	5%		Midway Appraisal	20%
III	5%		Final Evaluation	20%
IV	10%		Appraisal Form and other subjective criteria	10%
V	75%			

Phase IV Posttests	95-100% - A	Phase V	(M) 8 points	90-100% of total	- A
	88- 94 - B		(C) 4 points	80- 89	- B
	77- 87 - C		(R) 2 points	70- 79	- C
	70- 76 - D			60- 69	- D

A wam count will also be considered in the midway and final evaluations.

OFFICE 252 - WORD PROCESSING - 2 Credits

Students will learn word processing concepts and applications on the Lexitron VT 1202. This course will be taught with permission of the instructor at a time arranged by both the student and the instructor.

PREREQUISITES: Typing Speed: 50 w.a.m.
Ability to follow directions and work independently.

SUPPLIES: Diskette, ribbon, and paper are provided.

COURSE PROCEDURE:

1. Student must arrange a time for an introductory session with the instructor. Student will then arrange a reserved time to use the equipment.

2. Training on the Lexitron VT 1202 is available on an individual basis with supplementary help as needed. The materials have been carefully selected to enable the student to proceed on this basis. IT IS VERY IMPORTANT to follow the instructions in the book.

3. The Lexitron VT 1202 is reserved for you at the time indicated. Use only your reserved time. Estimate approximately 10 hours to complete the basic instruction; plan an additional 10 hours to learn applications.

4. Take care of your diskette; handle and store it properly. Exercises are not to be submitted to the instructor; they are for your reference.

5. After completing the basic learning modules, the student will submit an original piece of work. This work will show the student's understanding of the machine's basic capabilities.

6. Grading for this course will be on a Pass/Fail basis. Students wishing a letter grade must make arrangements with the Office Occupations Department Chairman.

7. Notify the instructor immediately if any problems occur. Exercise care in using this expensive piece of equipment. Smoking, drinking, and eating are prohibited in the Word Processing Center.

OFFICE OCCUPATIONS
Word Processing 252

APPLICATION TESTING FOR A or B GRADE OPTION

Student will follow this procedure:

1. Make an appointment with the instructor three days prior to the test date.
2. Arrive on time the date of the test.
3. Follow the instructor's verbal instructions regarding tasks on TEST DISK.
4. Proceed with tasks until 60-minute time period elapses.
5. Take the Proofreading Inventory Test.
6. Notify instructor for a 5-minute timed writing on "Inventory Time."

Grade will be based on mailability of number of completed tasks. Student may take the test a second time for a grade of B.

Disk Identification: TEST

INDEX - Copyright Lexitron Corporation 1978

0055

1	ARCHIVE	TEXT ASSEMBLY--Standard Paragraphs.....	2 pages
2		TEXT ASSEMBLY--Instruction List.10/74....	1 page
3	ARCHIVE	MAILING LIST.....	1 page
4	ARCHIVE	FORM LETTER.....	1 page
5	ARCHIVE	ENVELOPES WITH FORM LETTER APPLICATION...	1 page
6	ARCHIVE	VT 1303 Features.....	7 pages
7	ARCHIVE	STATISTICAL TYPING.....	5 pages
8	ARCHIVE	COPY	1 page
9	ARCHIVE	APPEND.....	1 page
10		JUSTIFY FEATURE.....	1 page
11	ARCHIVE	REFORMAT.....	1 page
12	ARCHIVE	SEARCH and REPLACE.....	2 pages
13	ARCHIVE	SPLIT SCREEN EXAMPLE & INSTRUCTIONS.....	2 pages
14	ARCHIVE	INTERACT/ASCII INSTRUCTIONS - VT to VT...	2 pages
15	ARCHIVE	OCR TRAINING (Typist).....	9 pages
16	ARCHIVE	OCR Demo Document.....	3 pages
17	ARCHIVE	ALTERNATE CHARACTER EXERCISES.....	4 pages
18	ARCHIVE	MATH DEMO.....	7 pages
19	ARCHIVE	Pagination Review Page 12 pitch.....	1 page
20	ARCHIVE	Index Review Page 12 pitch.....	1 page
21	ARCHIVE	Search.....	1 page
22	ARCHIVE	Snoopy.....	1 page
23		SUCCESS	
24			

PROOFREADING INVENTORY

Make all necessary corrections in the following letter which was to be typed in modified block style with open punctuation.

Feb. 15th, 19

Ms Frances S. Dodson
1756 Main St.
Washington D.C. 20015

Dear Ms Dodsen

Your letter of Febuary 12 reached me in today's mail. Your teachers statement is correct in all it's aspects. He understands that it's the stenographers responsability to watch out for inadvertant errors which dictators' some times make.

Work hard to make yourself proficient in grammer, punctuation and spelling so that you can measure up to any employers' requirments.

Yours Turely,

Enc.

xx

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Bc.

xx

INVENTORY TIME

At least once each year, usually at the first of the new year, every business or businessman finds it necessary to take inventory. The businessman carefully goes through his business, listing every item of value the business owns or uses in its operation. To each item, he gives a money value based upon its cost or replacement value.

The items listed in taking inventory are called assets. Through the use of the information so obtained, the businessman, by regular accounting procedures, is able to determine whether or not he has made a profit and how much, or whether he has sustained a loss. By analyzing his operations, he is able to determine the phases of his business that have been unprofitable and to eliminate them. He can also see which phases have been the most profitable and plan for the expansion of those phases. The information so obtained serves as a basis for his planning for the coming year.

Now that this is the beginning of a new year, possibly it would be very profitable for each of us to take an inventory of our personal assets and, like the businessman, plan our lives for the coming year on the basis of the information so obtained and analyzed.

What are your personal assets? We do not mean how much money do you have, what property do you own, or just what you are worth in dollars and cents. These things many times are of minor importance, especially to a young person who is planning for the future. Other things are much more important than the amount of money you have or what you own.

Good health is one thing you should value highly in your asset column. The accomplishment of your aims in life frequently depends upon your having a strong body to give you the energy you need to do what your planning calls for. Many people who have more money than they have need for or know what to do with, would gladly give it all for a good strong healthy body, free from aches, pains, and misery. So if you are a healthy person, keep yourself that way by clean, wholesome living and do nothing that might endanger your health. Good health is one of your greatest assets.

Home and environment are also assets that should be examined and evaluated very carefully. If you have a good home with a mother and father to love and protect you, look after your needs and wants, guide and advise you in your daily living, rejoice with you in your victories and sympathize with you in your defeats, value that as one of your greatest assets. Do everything you can to make your home pleasant, happy and secure. Eliminate anything from your personal life that might in any way distrub the serenity of your home or threaten its security.

R E A D

The following list provides some guidelines for protecting diskettes.

DO!!

DO use only a felt-tipped pen to write on diskette labels.

DO keep diskettes dry and away from heat.

DO store diskettes properly.

DO follow start-up procedures listed in the disk operation manual.

DO handle diskettes with care.

DON'T!!

DON'T touch the mylar portion of the diskette.

DON'T take the diskette out of the disk drive when the light is on.

DON'T place the diskette on or near anything magnetic or electrical.

DON'T use ball-point pens or pencils to write on the diskette label.

DON'T place a diskette in sunlight or near heat.

DON'T bend a diskette.

DON'T allow exposure to dust.

DON'T place two diskettes next to each other without their folders in place.

DON'T use paper clips or rubber bands on diskettes.

DON'T put a diskette containing valuable data in a system you suspect is malfunctioning.

DON'T remove or open the protective mylar covering.

DON'T allow food, drink, or smoking in the word processing room.

WORD PROCESSING SIGN UP SHEET

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 1	November 2	November 3	November 4	November 5
8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00
12:00	12:00	12:00	12:00	12:00
1:00	1:00	1:00	1:00	1:00
2:00	2:00	2:00	2:00	2:00
3:00	3:00	3:00	3:00	3:00
November 8	November 9	November 10	November 11	November 12
8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00
12:00	12:00	12:00	12:00	12:00
1:00	1:00	1:00	1:00	1:00
2:00	2:00	2:00	2:00	2:00
3:00	3:00	3:00	3:00	3:00
November 15	November 16	November 17	November 18	November 19
8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00
12:00	12:00	12:00	12:00	12:00
1:00	1:00	1:00	1:00	1:00
2:00	2:00	2:00	2:00	2:00
3:00	3:00	3:00	3:00	3:00
November 22	November 23	November 24	November 25	November 26
8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00
12:00	12:00	12:00	12:00	12:00
1:00	1:00	1:00	1:00	1:00
2:00	2:00	2:00	2:00	2:00
3:00	3:00	3:00	3:00	3:00

November 29	November 30
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00
12:00	12:00
1:00	1:00
2:00	2:00
3:00	3:00

COMPUTER SCIENCE DEPARTMENT
CS132 - COMPUTER APPLICATIONS IN WORD PROCESSING
3 credits

COURSE OBJECTIVES

Student will learn to use the Word Star program for the DEC computer and apply acceptable word processing techniques to produce mailable copies.

PROCEDURAL OBJECTIVES

Student will learn to turn on the computer, log into the system, bring up the word processing package, keyboard data, and produce a hard copy.

Student will gain practice in keyboarding, editing, storing, retrieving, and distributing information.

Student will be able to handle short and long documents, standard and repetitive documents, and documents requiring variations such as letters or contracts consisting of standard paragraphs needing to be rearranged, form letters with three to five variations, and reminders calling for a standardized letter with a blank in the body to be filled out.

COURSE CONTENT

1. Specialized terminology
2. Computer manipulation
3. Creating a document
4. Retrieving a stored document
5. Correction methods
6. Editing capabilities
7. Formating
8. Printing

APPENDIX 2

Job titles

Current salaries

Job descriptions

JOB TITLES AND DESCRIPTIONS FOR WORD PROCESSING PERSONNEL
(May 1981 Survey Results - Word Processing Association of the Northwest)

I. WORD PROCESSING TRAINEE
Entry-level position for those having 0-12 months' word processing experience. Must have adequate typing skills, good knowledge of grammar, punctuation, spelling and formatting, the ability to use dictionaries, handbooks and other reference materials. Functions include routine transcription and manipulation of text. Maintains own production records; proofreads.

II. WORD PROCESSING OPERATOR
The next level up from WP Trainee for those having 6-24 months' word processing experience. In addition to having all the qualifications and functions of Position I, a Word Pocessing Operator handles special documents, meets established quaility standards, uses all of a machine's text editing functions and is familiar with department terminology and company practices.

III. WORD PROCESSING SPECIALIST I
A word processing operator with a minimum of 18 months' experience who can format, produce and revise complicated documents from complex source information, including the retrieval of text and data from electronic files. Exercises independent action when interpreting instructions to produce a quality document, understands proofreader marks, and assumes full responsibility for documeent acccuracy and completeness. Has a thorough knowledge of center procedures and maintenance of records.

IV. WORD PROCFSSING SPECIALIST II/ASSISTANT SUPERVISOR
A person at this level exercises all of the competencies of Position III and may act as assistant supervisor. Is able to operate all the information processing equipment. Coordinates and assigns work, analyzes requirements for specific projects, communicates with users, compiles production statistics and recommends changes in center procedures.

V. PHOTOTYPESETTING SPECIALIST
A word processsing operator who enters special codes while keyboarding and revising text that is to be ouput on a photo-composition system. Has knowledge of points, picas, typefaces leading, format requirements, production techniques, and other aspects of typesetting and printing.

VI. WORD PROCESSING TRAINER
Minimum of 24 months' experience operating word processing systems who spends the majority of time training new operators. May also be responsible for instructing users in procedures to ensure maximum utilization. Should make recommendations to management concerning new equipment purchases from the standpoint of ease of use.

VII. PROOFREADER
Proofreads typed copy for text content, spelling, punctuation, grammar and typographical errors. May be responsible for setting grammar and format standards, guidance and/or training of secretaries and principals.

VIII. WORD PROCESSING SUPERVISOR
With all the competencies of a Word Processing Specialist II, a Supervisor is responsible for the operation of a center (or section within a large center). Schedules and coordinates work flow, assists word processing personnel in document production and in establishing and maintaining quality standards. Also analyzes production data and procedures, identifies potential improvements and may be responsible partially for budgets and equipment recommendations.

IX. WORD PROCESSING MANAGER
Exempt (salaried). Responsible for the overall operation of a word processing center, including the guidance of supervisors, personnel, administration, staff requirements, user liaison and evaluation, design and implementation of future wp systems. Also is responsible for budgets, overall production reports, and coordination of services with administrative support. May also manage the operation of photocopying, printing, mailing or graphics services.

X. ADMINISTRATIVE SECRETARY
Someone who works for a group of principals as part of a team under the direction of an Administrativve Support Supervisor or Manager. Responsibilities include such support functions as filing, photocopying, maintaining calendars, records and lists, and providing special secretarial services.

XI. SENIOR ADMINISTRATIVE SECRETARY
Has a record of exceptional performance. At times may act as assistant to supervisor of an administrative team and is qualified to compose and edit documents for principals, provide research support and perform other para-professional duties.

XII. ADMINISTRATIVE SUPPORT SUPERVISOR
May have the responsibilities of Position IX in addition to scheduling and administering work flow to a team of administrative secretaries. Evaluates staffing requirements, prepares management reports, recommends new methods of handling operations.

XIII. ADMINISTRATIVE SUPPORT MANAGER
Exempt (salaried). Has full responsibility for developing, maintaining and evaluating all services under administrative support within an arganization, such as filing, telephone, mail and para-professional support. Monitors the sucess of the administrative support group and is familiar with the company's goals and objectivves. Works closely with the Word Processing Manager to ensure cooperation of the two functions. May manage other major administrative duties such as records and retention, microfilm, print shop, purchasing, etc.

XIV. STAFF ANALYST
Exempt (salaried). Responsible for consulting and assisting Word Processing and Administrative Support Supervisors and Managers. Conducts studies, reviews operations and determines and recommends appropriate staffing, procedures, and equipment.

XV. INFORMATION MANAGER
Exempt (salaried). Has total reesponsibility for all aspects of an organization's office system, including word processing, administrative support and other information processing functions.

XVI. EDUCATOR
Plans and provides word processing training and related courses at a recognized high school, college, university or vocational/ technical school.

EXTRAPOLATED MEDIAN SALARY FOR THESE POSITIONS
WPAN SURVEY RESULTS, 1981

I.	$ 950
II.	1050
III.	1150
IV.	1250
V.	1350
VI.	1400
VII.	1000
VIII.	1400
IX.	1700
X.	1150
XI.	1100
XII.	1550
XIII.	1700
XIV.	1700
XV.	1700
XVI.	1700

(average range of salaries is $730/mo. within each category)

TITLES AND DESCRIPTIONS FOR WORD PROCESSING PERSONNEL
(1982 Survey Results - Administrative Management Society)

I. WORD PROCESSING TRAINEES
Entry-level workers who need typing skills and must be versed in grammar, punctuation, spelling and the use of reference materials. Trainees transcribe texts from typewritten, handwritten, and dictated sources.

II. WORD PROCESSING OPERATORS
Fully trained and skilled at using all the machine's editing functions, the workers handle special documents, proofread and edit their material.

III. LEAD WORD PROCESSING OPERATORS
With a minimum of 18 months' experience, these crackerjacks perform all the usual tasks and are fully responsible for the accuracy and completeness of the documents they produce. They coordinate and assign the work of less experienced workers.

AVERAGE SALARIES FOR THESE POSITIONS
AMA SURVEY, 1982

I. $ 984
II. 1068
III. 1128

OTHER INTERESTING STATEMENTS FROM THIS SURVEY:

* The best paid word processing operators work in the western states, with those in the east central states running second.

* Among operators working in different types of businesses, those in manufacturing claim top salaries.

* The lowest paid opeerators work in the banking and insurance fields.

1981-1982 Compensation for Word Processing Supervisors

REGIONAL AREA	POSITION SCOPE	AVERAGE SALARY RATES 1st Quartile	Median	3rd Quartile	WGHTD. AVGE. SALARY	AVERAGE RANGE Min.	Max.	NUMBER IN POSITION	AVERAGE NO. EMP SUPV'D Ex.	N-Ex.	WGHTD. AVGE. HIGHEST RATE SUPV'D Ex.	N-Ex.
UNITED STATES	Level I.	$13,000	$14,700	$16,400	$14,100	$12,600	$18,100	338	—	5	—	$11,400
	Level II.	17,100	19,000	21,700	19,000	16,400	24,200	215	3	10	$17,000	14,300
	Level III.	21,000	23,800	27,000	23,900	20,600	31,000	4[illegible]	2	20	18,800	16,200
NORTH EAST	Level I.	12,000	14,400	15,100	14,000	11,900	17,600	37	—	4	—	12,200
	Level II.	17,100	19,000	22,000	19,400	16,600	25,200	39	5	11	16,400	15,200
	Level III.	19,700	23,000	26,800	24,100	21,400	33,200	14	2	20	18,000	16,200
SOUTH EAST	Level I.	12,000	13,600	15,500	13,400	12,200	17,400	30	—	6	—	12,100
	Level II.	13,000	16,300	17,400	16,000	14,200	20,800	39	—	12	—	12,900
	Level III.	20,800	21,700	25,000	22,600	19,000	28,500	7	2	15	16,400	13,300
NORTH CENTRAL	Level I.	13,200	14,900	17,100	13,800	12,800	18,300	227	—	5	—	10,800
	Level II.	17,400	19,600	21,800	18,900	17,000	24,700	79	2	11	17,000	14,400
	Level III.	20,700	25,000	27,100	22,500	19,700	29,000	16	3	27	18,900	16,000
SOUTH CENTRAL	Level I.	12,900	15,100	18,000	17,200	13,100	19,100	19	—	6	—	12,000
	Level II.	17,600	20,500	23,000	20,300	15,600	22,400	13	—	9	—	15,400
	Level III.											
WEST COAST	Level I.	13,700	16,000	17,500	15,900	13,300	19,200	25	—	5	—	13,100
	Level II.	17,700	19,100	22,200	20,700	16,700	23,900	45	1	7	17,000	14,900
	Level III.	21,400	24,100	27,000	24,800	21,800	32,400	11	3	15	21,000	17,000
CANADA	Level I.	15,800	16,600	20,300	17,100	14,200	18,200	17	—	6	—	15,000
	Level II.	16,300	19,000	22,200	19,100	16,700	22,800	10	5	14	16,400	14,000
	Level III.	25,600	26,600	27,900	26,800	23,100	28,500	4	5	21	17,100	15,000

WASHINGTON STATE DEPARTMENT OF PERSONNEL

Specification for Class of
WORD PROCESSING OPERATOR I

Definition: Performs routine keyboarding on word proccessing equipment where the material requires little modification.

Distinguishing Characteristics: This class is the entry level for the class series. Material recorded is relatively simple, but will become progressively more difficult as knowledge of the equipment and formats are obtained. Word Processing Operator I's work with such material as labels, envelopes, mailing lists, short reports (1-5 pages), simple form letters and simple transcription.

Incumbents will receive technical training in word processing.

Knowledge and Abilities: Knowledge of office practices, business English, spelling, and concepts of operating tape or disc controlled word processing equipment. Ability to type rapidly and accurately, apply clerical procedures, understand and follow directions.

Minimum Qualifications

Graduation from high scchool or GED equivalency and one year of typing and clerical experience.

OR

Succcessful completion of a word processing course. An approved word processing course includes typing experience on word processing equipment, dictation, transcription and English usage.

OR

One year of college or business school training in related field. A related field shall mean college or business training in secretarial science or word processing.

WASHINGTON STATE DEPARTMENT OF PERSONNEL

Specification of Class of
WORD PROCESSING SPECIALIST

Definition: Schedules, organizes, and performs assigned keyboarding of complex material on word processing equipment exercising specialized, technical knowledge of the equipment and operating procedures or acts as an assistant supervisor of a word processing center or in a small field unit functions as the supervisor of two or more operators.

Distinguishing Characteristics: Incumbents are expected to develop and program complex formats, develop and maintain procedures or process work such as legal, statistical, WACs, etc. Positions allocated to this class may provide technical guidance and assistance to other operators in a Word Processing Center and/or assistancce to the supervisor.

Knowledge and Abilities: Knowledge of office practices, systems, and procedures; business English; simple arithmetic; spelling and grammar; principles of operating tape controlled automatic typing equipment; concepts of coding for compatible equipment; basic supervisory practices. Ability to type rapidly and accurately; apply clerical procedures; understand and follow directions; learn new methods; maintain effective working relationships; proofread and edit smooth and rough copy.

Minimum Qualifications

One year as a Word Porcessing Operator II or comparable.

Comparable word processing experience is defined as experience operating word processing equipment. Acceptable word processing equipment is defined as word processing machines as stated on the word processing equipment list. In addition, one must have performed duties that are typified by those in the Word Processing Operator II specification.

WASHINGTON STATE DEPARTMENT OF PERSONNEL

Specification for Class of
WORD PROCESSING OPERATOR II

Definition: Performs and takes responsibility for the keyboarding of complex material on word processing equipment.

Distinguishing Characteristics: This is the journey level for the Word Processing Operator series. Work involves setting up pre-established formats on word processing equipment such as additions or deletions to previously standardized material, transferring data from one media to another, filing media and instructions for future use in word processing systems and setting up documents that involve making decisions in coding, modifying, or correcting of data on word processing equipment.

Material most Word Processing Operator IIs work with includes:

Long reports (over 5 pages) and letters of a general nature.

Reports and letters that contain medical, legal, or business terminology, and complex charts and graphs.

Transcriptions of letters, reports, hearings, workshops, etc.

Letters with multiple changes to each letter.

Form letters containing more than four variables.

Contracts (memorandums of agreement, personal service contracts).

Knowledge and Abilities: Knowledge of office practices and procedures; business English; simple arithmetic; spelling; vocabulary; concepts and principles of operating disc or tape controlled automated word processing equipment. Ability to type rapidly and accurately; apply clerical procedures; understand and follow directions; proofread smooth and rough copy.

Minimum Qualifications

One year as a Word Processing Operator I or comparable.

Comparable work processing experience is defined as experience operating word processing equipment. Acceptable word processing equipment is defined as word processing machines as stated on the word processing equipment list. In addition, one must have performed duties that are typified by those in the Word Processing Operator I specification.

SOME HELPFUL RESOURCES

PERIODICALS, JOURNALS, NEWSLETTERS, AND REPORTS

Administrative Management, Geyer-McAllister Publications, Inc.
Published monthly.

Advanced Office Concepts, Advanced Office Concepts Corporation.
Published monthly.

Computerworld, C. W. Communications, Inc.
A weekly newspaper for the computer industry.

Datapro Reports, Datapro Research Corporation
New and updated reports published monthly on office systems, products, techniques, and companies that provide them.

IRM, Information and Records Management, PTN Publishing Corp.
A monthly magazine with articles on the latest developments in the records management area.

Information/Word Processing Report, Geyer McAllister
A bi-monthly newsletter providing the latest information on developments in office automation.

Modern Office Procedures, Industrial Publishing Company
A magazine of management, information processing, and work environment; published monthly.

Output, Technical Publishing
A monthly magazine of general management personnel.

The Seybold Word Processing Report, Seybold Publications, Inc.
Published monthly.

Viewpoint, The newsletter of the International Information/Word Processing Association; available to members; published monthly.

Word Processing & Information Systems, Geyer McAllister
A monthly publication providing up-to-date information on the developments in office automation.

Words, International Word Processing Association
A monthly publication of the IWP organization featuring articles on real-life office situations.

TEXTBOOKS

Concepts in Word Processing, by M. Will and D. Dake, Allyn & Bacon 1982.

Introduction to Word Processing, by J. Mason, Bobbs-Merrill Company, Inc., 1980.

Management of Word Processing Operations, by P. Cecil, Benjamin Cummings 1980.

Word Processing, A Systems Approach to the Office, by H. McCabe and L. Popham, Harcourt Brace Jovanovich, 1977.

Word Processing: Concepts and Careers, by M. Bergerund and J. Gonzalez, John Wiley & Sons, Inc., 1981.

Word Processing Fundamentals, by S. Waterhouse, Canfield Press 1979.

Word Processing in the Modern Office, by P. Cecil, Benjamin Cummings 1980.

SKILLS AND APPLICATIONS MANUALS

(AVT) Machine Transcription, by Arnold Rosen, Media Systems Corporation.

Machine Transcription Word Processing, by William Pasewark, South-Western Publishing Co.

Word Processing: Concepts and Applications, by Bette Hampton Ellis, Gregg Division, McGraw-Hill Book Company.

Word Processing Keyboarding Applications & Exercises, by Arnold Rosen and W. Hubbard, John Wiley & Sons, 1982.

Word Processing Operations - Document Preparation, by Jane Varner, Science Research Associates, Inc.

Word Processors - A Programmed Training Guide with Business Applications, by Layman and Renner, Prentice-Hall, Inc.

Word Processing Skills and Simulations, by Jennie Mason, Bobbs-Merrill Educational Publishing.

FINAL REPORT

Project No. 82-172

Developing a Curriculum for a Word Processing Certificate

Curriculum Development Project
Conducted Under
Public Law 94-482

Mr. Bert Williamson, Program Director
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FINAL REPORT
Project No. 82-172

DEVELOPING A CURRICULUM FOR A WORD PROCESSING CERTIFICATE

Curriculum Development Project
Conducted Under
Public Law 94-482

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocatonal Education position or policy.

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